DOCUMENT RESUME

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TITLE	Project Successful Beginning.
INSTITUTION	Baltimore County Board of Education, Towson, Md.
PUB DATE	74
NOTE	8p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Diagnostic Teaching; *Effective Teaching; *Individualized Reading; Language Development; *Learning Modalities; Perceptual Development; Primary Education; Reading Diagnosis; *Reading Instruction; *Reading Programs; Tutoring
IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

One of the programs included in "Effective Reading Programs...," this program is designed to help primary level children achieve success in language development before a pattern of failure is established. The program began in 1969 and serves 219 first, second, and third graders. The program employs diagnostic measures to identify each child's learning modality or learning ability pattern--for example, high/low visual, high/low auditory, high/low kinesthetic-Tactile. An individualized instructional program is subsequently designed to meet the student's learning pattern by stressing the potential strengths and supplementing the usual weaknesses associated with the student's particular modality. Perceptual development is emphasized. Selected students attend auditory, visual, language, and motor development classes conducted by special area personnel. Grouping is done across grades by achievement and modality. Parent volunteers and high school aides are used to assist with individual or small-group needs. Individual pupil evaluation profiles are prepared regularly, and all staff who have contact with each child meet periodically to diagnose and prescribe a unique instructional program for the child. (TO/AIR)

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PROGRAM INFORMATION

SECTION I — Identification Information

Program Title - Project Successful Beginning

Program Director - George W. Heck, Jr. Title - Principal

Address - 2301 Alma Road, Baltimore, Maryland 21227 Phone - 301-242-6112

Sponsor (school district or other) - Board of Education of Baltimore County, Maryland

Superintendent - Joshua R. Wheeler

Address - Greenwood, Towson, Maryland 21204 Phone - 301-494-4281

Address where program is operating - Lansdowne Elementary School
2301 Alma Road
Baltimore, Maryland 21227

SECTION II — Program Screening Information

1. Cognitive improvement in reading and reading-related skills is a major focus of the program.
2. Program has operated continuously for six years.
3. Evaluation reports (e.g., baseline test data, re-test data, measures of program effect) are available but not published.
4. Evaluation data is available for three years or more and for school site only.
5. Measures which have been analyzed to show success are:
   a. Analysis of nationally standardized reading test results
   b. Analysis of nationally standardized general ability measures
   c. Analysis of other program success indicators (e.g., observations, effective measures, teacher records, questionnaires)
6. Up to date program descriptions are available
7. Kind of improvement or gain by program students was found to be a mean gain over exactly one year was bigger than expected
8. Average family income approximately $9000 per year (residents of suburbs of large city)

SECTION III — Brief Descriptive Information

1. Program includes grades K through three
2. Major instructional strategies include:

   Selected pupils attend auditory, visual, language, and motor development classes conducted by special area personnel; reading grouping by modality; cross-grade grouping; primary grade emphasis on language development; emphasis on perceptual development; use of individualized pupil evaluation profiles.

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3. Other program features include:

Scheduling - consolidation of language arts block with coincidence of special times for auditory, language, motor and visual development programs

Case Conference - brings together on a regular basis all personnel who have contact with a child in a learning situation for diagnosis and prescription

Aides - use of parent volunteers and high school aides on regularly scheduled basis to work on individual or small group needs

4. Essential materials include:

Recorders (cassette and tape), record player, tachistoscope - Commercial
Tapes (D.L.M., Imperial, etc) - Commercial
Individual Pupil Profile and Evaluation Sheets - Teacher Prepared
Hierarchy of Reader Skills - Teacher Prepared
Basal Texts for Modality - Commercial

IV. — Program Patterns - See Attached

SECTION IV — Program Patterns

Establish pattern of success before a pattern of failure is established	
A. Assess conditions necessary for each child to learn	Structured Observation Sheet completed by teacher
B. Develop a program suited to the rate and manner in which each child learns	SFTAA Metropolitan Readiness Test - Harcourt Brace & World
C. Plan an instructional program emphasizing potential strengths of the child with a supplementary program designed to overcome weakness.	Illinois Test of Psycholinguistic Abilities Purdue Perceptual Motor Survey Botel Word Opposite Test Wepman Auditory Discrimination Test
D. Establish performance objectives for each child based upon potential of child	Metropolitan Achievement Test - Harcourt Brace & World Teacher observation Hierarchy of Skills - Performance Objectives
Develop a positive self concept on the part of each learner	Improved pupil attendance record Decline in discipline referrals

LANSDOWNE ELEMENTARY SCHOOL

PROJECT SUCCESSFUL BEGINNING

The goal of Project Successful Beginning as implied in the title is for the child to achieve success before a pattern of failure is established. The project focuses upon the education of children between five and nine years of age. The child comes to school expecting to learn -- this expectation is furthered by his parents, his teachers, and his peers. In this reference, a child who does not succeed in a learning situation is a child who has a learning problem. Initial success in learning contributes to a positive self-concept which affects future success in learning. Therefore, it is incumbent upon the teacher not only to ascertain how far the pupils have come but also to ascertain what are the conditions necessary for the child to succeed.

ASSUMPTIONS

Four assumptions pertinent to human growth and development are basic to Project Successful Beginning.

1. Every child learns at a rate and in a manner unique to his individual development.
2. Every child is capable of learning more than he currently knows.
3. Every child wants to learn if learning can be achieved without confusion, embarassment, or failure.
4. Every child likes experiences which contribute to his self-respect and feelings of well being.

THEORETICAL DIMENSION

Project Successful Beginning is designed to assure a successful beginning for each child through an analysis of learning as a process.

Learning Modality. For the purpose of the project, modality refers to a learning pattern. Eight learning ability patterns have been described.

1. High visual - high auditory - high kinesthetic tactile
2. High visual - high auditory - low kinesthetic tactile
3. High visual - low auditory - high kinesthetic tactile
4. High visual - low auditory - low kinesthetic tactile
5. Low visual - high auditory - high kinesthetic tactile
6. Low visual - high auditory - low kinesthetic tactile
7. Low visual - low auditory - high kinesthetic tactile
8. Low visual - low auditory - low kinesthetic tactile

One should be cautioned, however, that the identification of eight learning patterns does not preclude learning compensation or imply less than optimal development.

In programing for verbal learning, modality is considered in relation to listening, speaking, reading, and writing. For each process, the instructional program emphasizes the potential strengths generally associated with a particular pattern of modality and supplements the potential weakness generally associated with that pattern. A child with high visual ability and low auditory ability, for example, may tend to learn words as wholes but find it difficult to relate sounds to letters. Learning strengths are emphasized to enable the child to realize success in a new learning task.

Perceptual Development. For the purpose of the project, perception refers to the ability of the child to notice certain relevant features. For example, in reading, which requires visual-auditory processing, it is important that the child evidence adequate perceptual ability in order to experience initial success. The child must recognize the significant configurations that differentiate b, d, p, and q.

FUNCTIONAL DIMENSION

Instructional procedures and staff organization are designed to implement the theoretical aspects of the project and to utilize staff potential. The following do not obviate the application of the requisites of quality teaching.

Teaching Team. The teachers at each level meet with the reading specialist and counselor as a team. While various members of the staff may work with an individual child, the classroom teacher assumes primary responsibility for coordinating the child's program.

Special Area Teachers. The art, library, physical education, and vocal music teachers meet with small groups of selected children in our visual development, language development, motor development, and auditory development programs. Two hours of art time, ten hours of library time, two hours of physical education time, and one hour of vocal music time are allotted weekly for the project. The corrective reading teacher serves as our reading specialist. She consults with teachers, evaluates children, and provides immediate corrective help. The counselor meets with children who lack involvement in learning tasks and/or are not self directive.

Kindergarten. Another role of the kindergarten teacher, specific to the project, is to assess perceptual development and to guide children in activities whose inherent skills promote perceptual development.

Grouping. Children are grouped according to achievement and learning modality. A variety of means in the classroom, other than testing, are used to gather information necessary for instructional programming. Basic instructional materials have been selected to complement learning strengths; supplementary materials have been selected to overcome perceptual weaknesses.

Learning Stations. Station teaching is utilized to further individualize instruction. Learning stations are an extension of the interest center concept characteristic of the elementary school program.

Nongradedness. The principles and practices described in the Report of the Committee to Study Non-gradedness in Elementary Schools are incorporated in the project. The nongraded progress report card is employed to report pupil achievement.

Staffing. In addition to the staffing prescribed by guidelines, student teachers, FTA members from Lansdowne Senior High School, and volunteer parent aides further enable us to meet individual needs.

Scheduling. The time regularly provided for handwriting, language, reading, and spelling has been consolidated into a language arts block. The special times allotted to the auditory, language, motor, and visual development programs are scheduled to coincide with this time block.

CONCLUSION

Project Successful Beginning is designed to help each child gain a sense of self worth, security, and purpose. Planning an environment for success demands that the following questions be asked.

1. How does the child learn?
2. How is a child motivated?
3. What type of assurance, encouragement, praise, or positive directive control must the child have in order to succeed?

By asking these questions, the school can program with greater frequency the conditions necessary for children to experience success.